

**U.S. Department of Education - EDCAPS
G5-Technical Review Form (New)**

Status: Submitted

Last Updated: 06/01/2015 12:12 PM

Technical Review Coversheet

Applicant: The New Teacher Project, Inc. (U367D150008)

Reader #1: Elizabeth Cramer

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	10	9
Quality of Project Design		
1. Project Design & Services	35	31
Quality of the Management Plan		
1. Management Plan/Personnel	20	17
Adequacy of Resources		
1. Sustainability	15	12
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Sub Total	100	89
Priority Questions		
CPP2: Cost-Effectiveness		
CPP2: Cost-Effectiveness		
1. CPP2: Cost-Effectiveness	1	1
Sub Total	1	1
CPP3: Promoting STEM Education		
CPP3: Promoting STEM Education		
1. CPP3: Promoting STEM ED	2	2
Sub Total	2	2
CPP4: High-Need Students		
CPP4: High-Need Students		
1. CPP4: High-Need Students	4	3
Sub Total	4	3
Total	107	95

Technical Review Form

Panel #2 - 2015 SEED Peer Review - 2: 84.367D

Panel Monitor: Harry Kessler (2027089943)

Reader #1: Elizabeth Cramer

Applicant: The New Teacher Project, Inc. (U367D150008)

Questions

Selection Criteria - Significance

1. The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers:

- (1) The significance of the proposed project on a National Level.
- (2) The potential contribution of the proposed project to the development and advancement of teacher and school leadership theory, knowledge, and practices.
- (3) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

Strengths:

The issue of qualified teachers, particularly in subject areas where shortages exist is a national concern. The use of three major urban districts could potentially have a national impact. The applicant reports a history of producing effective teachers in the past (page 9). The teaching fellows has a history of assisting in shortage areas. The number of teachers to benefit from this project is significant.

Weaknesses:

The applicant fails to make a direct connection between this proposed project and the removal of teacher shortages in critical areas. The past experience lends some confidence, but this proposal would be strengthened by specifically addressing how this project will address reducing these shortages. More explicit connections between what they proposed here and the national impact would have strengthened this proposal.

Reader's Score: 9

Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design and services of the proposed project. In determining the quality of the design and services of the proposed project, the Secretary considers:

- (1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified, aligned, and measurable.
- (2) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.
- (3) The extent to which the training or professional development services to be provided by the proposed project will be of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.
- (4) The extent to which the proposed project will prepare personnel for fields in which shortages have been demonstrated.
- (5) The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals.

Strengths:

The proposal has goals and objectives that are clearly aligned and relevant to the scope of this project. The linking of coursework to actual classroom experiences (p. 15) is a strength of this project. Coaching is another important part of the proposed design. The applicant has an established history of being able to target recruitment and address shortages with a high number of applicants. The project sites are in areas that represent a variety of disadvantaged individuals. The emphasis on effectiveness of teachers in order to complete the program is a strength of this program.

Weaknesses:

Preparing teachers specifically for the CCSS may not be enough of a preparation as standards change over time is and teaching to a specific curriculum may not suffice. Additionally, since not all states (including states specifically mentioned in the narrative) follow the CCSS this scope may be too limited in approach.

Reader's Score: 31

Selection Criteria - Quality of the Management Plan

1. **The Secretary considers the quality of the management plan for the proposed project and of the personnel who will carry out the proposed project. In determining the quality of the management plan and the project personnel, the Secretary considers:**

(1) The qualifications, including relevant training and experience, of the project director, key project personnel, and project consultants or subcontractors.

(2) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

(3) The extent to which the proposed management plan includes sufficient and reasonable resources to effectively carry out the proposed project, including the project evaluation.

Strengths:

The evaluation team appears to have adequate training and experience. The management plan is clear and linked to the goals and objectives of the project. Appropriate milestones are identified. Responsibilities are clearly delineated. The resources described on pages 37-39 are reasonable to carry out the project.

Weaknesses:

Many of the proposed personnel, including the project director, lack specific training in education or an education background. There is a lack of expertise in teacher preparation or in content areas to guide such a teacher preparation project. The timelines for the management plan may not be reasonable, particularly those involved in pre-service training.

Reader's Score: 17

Selection Criteria - Adequacy of Resources

1. **The Secretary considers the adequacy of resources to continue the proposed project after the grant period ends. In determining the adequacy of resources and the potential for utility of the proposed**

project's activities and products by other organizations, the Secretary considers:

- (1) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.
- (2) The extent to which the proposed project is likely to yield findings and products (such as information, materials, processes, or techniques) that may be used by other agencies and organizations.
- (3) The extent to which the applicant will disseminate information about results and outcomes of the proposed project in ways that will enable others, including the public, to use the information or strategies.

Strengths:

The applicant describes a detailed history of disseminating previous initiatives. Technology will be kept in place after the life of the grant.

Weaknesses:

The applicant provides a vague description of how they will build capacity but a case is not actually made for such. More specificity would strengthen that section. The applicant has not adequately (or specifically) addressed how their findings or products can be used beyond the scope of this project. Although the applicant has shared previous initiatives, it is not clear how this specific project would be disseminated.

Reader's Score: 12

Selection Criteria - Quality of the Project Evaluation

1. The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers:

- (1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.
- (2) The extent to which the evaluation includes the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data.
- (3) The extent to which the evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.
- (4) The extent to which the methods of evaluation will, if well-implemented, produce evidence about the project's effectiveness that would meet What Works Clearinghouse Evidence Standards without reservations.

Note: We encourage applicants to review the following technical assistance resources on evaluation:

- (1) WWC Procedures and Standards Handbook: <http://ies.ed.gov/ncee/wwc/references/idocviewer/doc.aspx?docid=19&tocid=1>; and
- (2) IES/NCEE Technical Methods papers: http://ies.ed.gov/ncee/tech_methods/.

In addition, we encourage applicants to participate in an optional Webinar hosted by the Institute of Education Sciences on March 6, 2015. This Webinar will discuss strategies for designing and executing well-designed Quasi-experimental Design Studies. Applicants interested in participating in this Webinar may find more information at the following Web site: <http://ies.ed.gov/ncee/wwc/event.aspx?sid=37>.

Strengths:

The applicant provides a detailed and sound evaluation plan that is clearly related to the goals of the project. Both quantitative and qualitative data will be utilized and are tied to the intended outcome of the project. The applicant makes a case for collaboration of evaluators and project team and the use of data to inform the project. The applicant has partnered with RAND Corporation, an external evaluation group, to conduct this evaluation. There is an established history of successful collaborative evaluation work between these partners. Effective evidence is described for addressing

WWC standards, including randomized control trials at the school level and beyond.

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Priority Questions

CPP2: Cost-Effectiveness - CPP2: Cost-Effectiveness

1. Competitive Preference Priority 2: Improving Efficiency (Cost-Effectiveness)

This priority funds projects that will identify strategies for providing cost-effective, high-quality services at the State, regional, or local level by making better use of available resources. Such projects may include innovative and sustainable uses of technology, modification of school schedules and teacher compensation systems, use of Open Educational Resources (as defined in the notice), or other strategies.

Strengths:

The applicant addresses cost efficiency by using online training and taking advantage of information sharing across a large network.

Weaknesses:

No weaknesses noted.

Reader's Score: 1

CPP3: Promoting STEM Education - CPP3: Promoting STEM Education

1. Competitive Preference Priority 3: Promoting Science, Technology, Engineering, and Mathematics (STEM) Education

(Please only assign a score of either 0 or 2 for this question.)

This priority funds projects that address one or both of the following priority areas:

(a) Increasing the opportunities for high-quality preparation of, or professional development for, teachers of STEM subjects.

(b) Increasing the number of individuals from groups traditionally underrepresented in STEM, including minorities, individuals with disabilities, and women, who are teachers of STEM subjects and have increased opportunities for high-quality preparation or professional development.

In addition, applicants must describe how they plan to measure the impact the proposed project activities have on teacher effectiveness. Applicants must determine teacher effectiveness through a rigorous, transparent, and fair evaluation in which performance is differentiated using multiple measures of effectiveness and based in significant part on student growth (as defined in this notice).

Note: The Department encourages applicants to provide a thoughtful, in-depth response to the priority area(s) under Competitive Preference Priority 3 to which they are well-suited to respond. Applicants

may choose to respond to one or more of the priority areas and are not required to respond to each priority area in order to receive the maximum available points under this competitive preference priority.

Strengths:

The applicant will specifically recruit STEM candidates for the proposed project.

Weaknesses:

No weaknesses noted.

Reader's Score: 2

CPP4: High-Need Students - CPP4: High-Need Students

1. Competitive Preference Priority 4: Supporting High-Need Students

This priority funds projects that are designed to improve:

- (a) Academic outcomes;
- (b) Learning environments; or
- (c) Both,

For one or more of the following groups of students:

- (i) Students served by Rural Local Educational Agencies.
- (ii) Students with disabilities.
- (iii) English learners.
- (iv) Students in Lowest-performing Schools.
- (v) Students who are living in poverty and are served by schools with high concentrations of students living in poverty.
- (vi) Disconnected Youth or migrant youth.
- (vii) Students who are members of federally recognized Indian tribes.

Note: The Department encourages applicants to provide a thoughtful, in-depth response to the priority area(s) under Competitive Preference Priority 4 to which they are well-suited to respond. Applicants may choose to respond to one or more of the priority areas and are not required to respond to each priority area in order to receive the maximum available points under this competitive preference priority.

Strengths:

The applicant involves high need students.

Weaknesses:

The applicant could have focused on this group specifically as a main focus of the project to build a stronger case for the support of high need students.

Reader's Score: 3

Status: Submitted
Last Updated: 06/01/2015 12:12 PM

Status: Submitted

Last Updated: 05/31/2015 04:35 PM

Technical Review Coversheet

Applicant: The New Teacher Project, Inc. (U367D150008)

Reader #2: Julie McCann

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	10	10
Quality of Project Design		
1. Project Design & Services	35	35
Quality of the Management Plan		
1. Management Plan/Personnel	20	20
Adequacy of Resources		
1. Sustainability	15	15
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Sub Total	100	100
Priority Questions		
CPP2: Cost-Effectiveness		
CPP2: Cost-Effectiveness		
1. CPP2: Cost-Effectiveness	1	0
Sub Total	1	0
CPP3: Promoting STEM Education		
CPP3: Promoting STEM Education		
1. CPP3: Promoting STEM ED	2	2
Sub Total	2	2
CPP4: High-Need Students		
CPP4: High-Need Students		
1. CPP4: High-Need Students	4	4
Sub Total	4	4
Total	107	106

Technical Review Form

Panel #2 - 2015 SEED Peer Review - 2: 84.367D

Panel Monitor: Harry Kessler (2027089943)

Reader #2: Julie McCann

Applicant: The New Teacher Project, Inc. (U367D150008)

Questions

Selection Criteria - Significance

1. The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers:

- (1) The significance of the proposed project on a National Level.**
- (2) The potential contribution of the proposed project to the development and advancement of teacher and school leadership theory, knowledge, and practices.**
- (3) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.**

Strengths:

The applicant identifies and substantiates the need for cutting edge teacher preparation programs aimed at increasing the number of diverse and highly effective teacher for students in high-needs schools. The applicants developed the Teaching Fellows and TNTP Academy programs in an effort to address shortage subjects in challenging school environments. The proposal addresses a significant national issue of finding and retaining quality teachers for shortage areas, namely high-poverty, low-achieving schools and STEM subjects, Special Education, and English language teaching.

The applicant shares dire statistics concerning the partnership districts – and example being that one district has had 158 unfilled vacancies this year in math, science, special education and bilingual education; and another district partner where 454 teachers have resigned during this school year (to date) and more than half of them are in their first year of teaching. Clearly there is a significant issue needing support.

The project will build on the success of the 2010 TEACH project supported by an i3 grant that has been successfully scaled. The adjustments that need to occur to make this project more effective are to place the teacher training program in the actual school district so that districts have their unique needs addressed in the training and coursework as well as the practice and support in place once teachers complete their program. Putting the district in control of the content and preparation teachers receive will set them up for success. This project will work with three districts that employ over 37,000 teachers, leaders, and other staff to educate over 275,000 students, about 90% of whom attend high-need schools at the sites

Weaknesses:

No weaknesses seen.

Reader's Score: 10

Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design and services of the proposed project. In determining the quality of the design and services of the proposed project, the Secretary considers:

- (1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified, aligned, and measurable.
- (2) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.
- (3) The extent to which the training or professional development services to be provided by the proposed project will be of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.
- (4) The extent to which the proposed project will prepare personnel for fields in which shortages have been demonstrated.
- (5) The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals.

Strengths:

The applicant provides a clear project design and illustrates it through Table B1 where goals, objectives, outcomes, and measures are clearly stated. Their goal is to bring in at least 1,000 effective new teachers who will work in high-needs schools at the three sites. Through their logic model and planned outcomes, they plan to have a considerable impact well beyond the grant.

The proposed model provides for pre-service training, TEACH Prep during the first school year, and culminates with teacher certification after passing the Assessment of Classroom Effectiveness (ACE). Details show how each district will tailor the program to fit their state's CCSS procedures and state assessments. The first year students will be provided with online instruction where they will learn about curriculum and subject area knowledge as well as their classroom methods.

Professional development is designed and delivered in accordance with the needs of the new teachers. Foundational skills are the initial focus to create a comfort with what and how they teach.

The project design identifies a sequential skills development, intensive practice, observational and rich feedback and high standards. They have found that teachers with a strong understanding of instructional skills have the best chance to master advanced skills more quickly. Coaches will observe teachers frequently and provide real time feedback. Candidates who do not demonstrate adequate proficiency will not be recommended for school-year teaching positions, thus helping candidates find out early that teaching is not their calling. This component of the project is powerful and will serve students well.

The applicant shared that a large amount of resources to recruiting and cultivating STEM candidates as they identify the demand for math and science teachers as one of the biggest recruitment challenges in every state, with high-poverty schools bearing the brunt. A strategy they are using involves working with district recruiters on how to up their recruitment skills. TNTP staff work to train HR staff in a variety of strategies designed to increase the number of applicants for these positions. They list innovative and unique ideas where they have seen success.

Weaknesses:

No weaknesses seen.

Reader's Score: 35

Selection Criteria - Quality of the Management Plan

1. The Secretary considers the quality of the management plan for the proposed project and of the personnel who will carry out the proposed project. In determining the quality of the management plan and the project personnel, the Secretary considers:

- (1) The qualifications, including relevant training and experience, of the project director, key project

personnel, and project consultants or subcontractors.

(2) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

(3) The extent to which the proposed management plan includes sufficient and reasonable resources to effectively carry out the proposed project, including the project evaluation.

Strengths:

The applicant shares the management team and their credentials which makes them highly qualified to supervise and manage this program. Project teams are identified at each site and a prep team shows a well thought out perspective of who should be involved and what their role will be. A chart on p. 30 – 31 details the TNTPO staff members and the experience and key responsibilities they have for the project. School district project leaders are also identified with their responsibilities detailed and the external evaluation partner is identified with qualifications listed.

A project milestones chart clearly shares aligned goals, objectives, milestones and timelines. It is easy to see the organization of this project and how it will roll out in implementation. The plan is thorough and demonstrates an understanding of what is needed to manage a project of this magnitude.

Weaknesses:

No weaknesses seen.

Reader's Score: 20

Selection Criteria - Adequacy of Resources

1. The Secretary considers the adequacy of resources to continue the proposed project after the grant period ends. In determining the adequacy of resources and the potential for utility of the proposed project's activities and products by other organizations, the Secretary considers:

(1) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

(2) The extent to which the proposed project is likely to yield findings and products (such as information, materials, processes, or techniques) that may be used by other agencies and organizations.

(3) The extent to which the applicant will disseminate information about results and outcomes of the proposed project in ways that will enable others, including the public, to use the information or strategies.

Strengths:

The applicant proposes combining previous efforts around recruitment and preparation in a way that will strengthen districts' abilities to induct and retain effective teachers. They identify the need for a comprehensive and effective recruitment strategy that will support new teachers with mentors and further skill development to improve the quality of teachers and improve student results.

The restructuring of the partner districts' human resource effort will yield results and the applicant examines and improves outdated systems, policies, and structures related to teacher recruitment, hiring, and retention.

Multiple efforts at dissemination are identified in the proposal. Through publications they produce for practitioners they claim an important role in the conversation on teacher retention. They also have a commitment from their partners at RAND to publish findings from this project to add to the knowledge base.

Weaknesses:

No weaknesses seen.

Reader's Score: 15

Selection Criteria - Quality of the Project Evaluation

1. The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers:

- (1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.
- (2) The extent to which the evaluation includes the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data.
- (3) The extent to which the evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.
- (4) The extent to which the methods of evaluation will, if well-implemented, produce evidence about the project's effectiveness that would meet What Works Clearinghouse Evidence Standards without reservations.

Note: We encourage applicants to review the following technical assistance resources on evaluation:

- (1) WWC Procedures and Standards Handbook: <http://ies.ed.gov/ncee/wwc/references/iddocviewer/doc.aspx?docid=19&tocid=1>; and
- (2) IES/NCEE Technical Methods papers: http://ies.ed.gov/ncee/tech_methods/.

In addition, we encourage applicants to participate in an optional Webinar hosted by the Institute of Education Sciences on March 6, 2015. This Webinar will discuss strategies for designing and executing well-designed Quasi-experimental Design Studies. Applicants interested in participating in this Webinar may find more information at the following Web site: <http://ies.ed.gov/ncee/wwc/event.aspx?sid=37>.

Strengths:

The applicant has in place a system of goals, objectives and milestones to support their focus throughout the project. They identify multiple measures to measure progress toward the goals. RAND will partner with them to rigorously evaluate the grant.

The applicant will use a school-level RCT to evaluate the program's effects as well as analyze the fidelity of implementation. A chart on page 44 identifies the six research questions that will be used to address the project goals. The chart ties the questions directly to the goals, providing a clear view of alignment.

Qualitative and quantitative data will be gathered to provide a complete picture of the results of the project. Throughout their explanation of the evaluation process, the applicant provides strong supportive material and charts that clearly depict the methodology, the link of evaluation measures to the goals and objectives, and the anticipated costs activities of the project.

Weaknesses:

No weaknesses seen.

Reader's Score: 20

Priority Questions

CPP2: Cost-Effectiveness - CPP2: Cost-Effectiveness

1. Competitive Preference Priority 2: Improving Efficiency (Cost-Effectiveness)

This priority funds projects that will identify strategies for providing cost-effective, high-quality services at the State, regional, or local level by making better use of available resources. Such projects may include innovative and sustainable uses of technology, modification of school schedules and teacher compensation systems, use of Open Educational Resources (as defined in the notice), or other strategies.

Strengths:

Did not address this priority.

Weaknesses:

Did not address this priority.

Reader's Score: 0

CPP3: Promoting STEM Education - CPP3: Promoting STEM Education

1. Competitive Preference Priority 3: Promoting Science, Technology, Engineering, and Mathematics (STEM) Education

(Please only assign a score of either 0 or 2 for this question.)

This priority funds projects that address one or both of the following priority areas:

(a) Increasing the opportunities for high-quality preparation of, or professional development for, teachers of STEM subjects.

(b) Increasing the number of individuals from groups traditionally underrepresented in STEM, including minorities, individuals with disabilities, and women, who are teachers of STEM subjects and have increased opportunities for high-quality preparation or professional development.

In addition, applicants must describe how they plan to measure the impact the proposed project activities have on teacher effectiveness. Applicants must determine teacher effectiveness through a rigorous, transparent, and fair evaluation in which performance is differentiated using multiple measures of effectiveness and based in significant part on student growth (as defined in this notice).

Note: The Department encourages applicants to provide a thoughtful, in-depth response to the priority area(s) under Competitive Preference Priority 3 to which they are well-suited to respond. Applicants may choose to respond to one or more of the priority areas and are not required to respond to each priority area in order to receive the maximum available points under this competitive preference priority.

Strengths:

The NTP identifies goals and activities around effective instruction in mathematics in their project to address the STEM priority.

Weaknesses:

No weaknesses seen.

Reader's Score: 2

CPP4: High-Need Students - CPP4: High-Need Students

1. Competitive Preference Priority 4: Supporting High-Need Students

This priority funds projects that are designed to improve:

- (a) Academic outcomes;
- (b) Learning environments; or
- (c) Both,

For one or more of the following groups of students:

- (i) Students served by Rural Local Educational Agencies.
- (ii) Students with disabilities.
- (iii) English learners.
- (iv) Students in Lowest-performing Schools.
- (v) Students who are living in poverty and are served by schools with high concentrations of students living in poverty.
- (vi) Disconnected Youth or migrant youth.
- (vii) Students who are members of federally recognized Indian tribes.

Note: The Department encourages applicants to provide a thoughtful, in-depth response to the priority area(s) under Competitive Preference Priority 4 to which they are well-suited to respond. Applicants may choose to respond to one or more of the priority areas and are not required to respond to each priority area in order to receive the maximum available points under this competitive preference priority.

Strengths:

The applicants identified their target sites as schools serving high-needs, high-poverty families, and English learners. The recruitment of new teachers into the residency program will place the residents in these schools with strong support from the project over the first three years of their teaching.

Weaknesses:

No weaknesses seen.

Reader's Score: 4

Status: Submitted
Last Updated: 05/31/2015 04:35 PM

Status: Submitted

Last Updated: 06/01/2015 06:02 PM

Technical Review Coversheet

Applicant: The New Teacher Project, Inc. (U367D150008)

Reader #3: Sarah Young

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	10	10
Quality of Project Design		
1. Project Design & Services	35	35
Quality of the Management Plan		
1. Management Plan/Personnel	20	20
Adequacy of Resources		
1. Sustainability	15	15
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Sub Total	100	100
Priority Questions		
CPP2: Cost-Effectiveness		
CPP2: Cost-Effectiveness		
1. CPP2: Cost-Effectiveness	1	1
Sub Total	1	1
CPP3: Promoting STEM Education		
CPP3: Promoting STEM Education		
1. CPP3: Promoting STEM ED	2	2
Sub Total	2	2
CPP4: High-Need Students		
CPP4: High-Need Students		
1. CPP4: High-Need Students	4	3
Sub Total	4	3
Total	107	106

Technical Review Form

Panel #2 - 2015 SEED Peer Review - 2: 84.367D

Panel Monitor: Harry Kessler (2027089943)

Reader #3: Sarah Young

Applicant: The New Teacher Project, Inc. (U367D150008)

Questions

Selection Criteria - Significance

1. The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers:

- (1) The significance of the proposed project on a National Level.**
- (2) The potential contribution of the proposed project to the development and advancement of teacher and school leadership theory, knowledge, and practices.**
- (3) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.**

Strengths:

The New Teacher Project TEACH Prep proposal demonstrates a strong national significance to advancing the communities understanding about teacher effectiveness and certification at the district level for alternative route to licensure (e18-e26). The strong foundation of existing research on teacher training models such as the previous TNTP Fellows is clearly articulated (e19-e20), and the proposal seeks to articulate specific implementation models that would allow for advancement in teacher preparation theory, knowledge and practices for alternative route educators. The model clearly articulates a differentiation and "next step" in the research base specific to leveraging existing TNTP resources to be used to develop district program models for supporting new teachers and/or alternative route to licensure educators in embedded, hands-on experiences. The proposal demonstrates a clear intent to improve teacher effectiveness through targeting teacher preparation, demonstrating a strong importance to building an increased understanding and implementation of this model in new communities to broaden the research base for the national community. The New Teacher Project TEACH Prep presents a comprehensive approach to improving our understanding of developing teacher effectiveness starting at teacher preparation, and would be a benefit to the national community.

Weaknesses:

There were no weaknesses noted in the proposal in regards to significance.

Reader's Score: 10

Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design and services of the proposed project. In determining the quality of the design and services of the proposed project, the Secretary considers:

- (1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified, aligned, and measurable.**
- (2) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.**
- (3) The extent to which the training or professional development services to be provided by the proposed project will be of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.**
- (4) The extent to which the proposed project will prepare personnel for fields in which shortages have been demonstrated.**
- (5) The extent to which the proposed project will focus on serving or otherwise addressing the needs of**

disadvantaged individuals.

Strengths:

The New Teacher Project TEACH Prep proposal presents a clear set of goals directly aligned with objectives and measures (e28-e29) for the improvement of teacher efficacy through the development of teacher professional learning for new teachers and alternative route to licensure educators at district sites. The proposal details very specific measures that address both quantitative goals as well as achievement milestones specific to the scope of work of the project. The proposal presents a clear data set associated with the needs associated with the three existing partner sites demonstrating shortages of highly-qualified educators and the impact it has on the high-needs populations within those communities (e20-e22). The data set is comprehensive, addressing needs for both students and teachers with bilingual skills and strong STEM learning backgrounds with over 1,000 educators involved in the model for large-scale impact.

Weaknesses:

There are no weaknesses identified specific to this aspect of the proposal.

Reader's Score: 35

Selection Criteria - Quality of the Management Plan

1. The Secretary considers the quality of the management plan for the proposed project and of the personnel who will carry out the proposed project. In determining the quality of the management plan and the project personnel, the Secretary considers:

- (1) The qualifications, including relevant training and experience, of the project director, key project personnel, and project consultants or subcontractors.**
- (2) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**
- (3) The extent to which the proposed management plan includes sufficient and reasonable resources to effectively carry out the proposed project, including the project evaluation.**

Strengths:

The proposal details a strong site-based project management model that reflect expertise from both the TNTP staff as well as regional partners who are familiar with the specific needs associated with the district. The management team blends the expertise of these leaders into a singular model (e47) that is replicated at each site to allow for continuity across program sites. The specific personnel in project management (e47-e50) demonstrate expertise that is relevant and necessary to the project's implementation. The project has employed an independent evaluator, RAND education, to provide the evaluation work, and that team demonstrates a skill set that aligns with the evaluation as proposed. The proposal presents a very detailed table of project milestones aligned with personnel responsibilities and a timeline that is robust and details actionable steps to reach the outcomes articulated by the proposal. The objectives support the overall goals of the proposal, and although they are ambitious, they appear within reach based on the details provided in the project management chart.

Weaknesses:

There were no weaknesses noted for this section of the proposal.

Reader's Score: 20

Selection Criteria - Adequacy of Resources

1. The Secretary considers the adequacy of resources to continue the proposed project after the grant period ends. In determining the adequacy of resources and the potential for utility of the proposed project's activities and products by other organizations, the Secretary considers:

(1) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

(2) The extent to which the proposed project is likely to yield findings and products (such as information, materials, processes, or techniques) that may be used by other agencies and organizations.

(3) The extent to which the applicant will disseminate information about results and outcomes of the proposed project in ways that will enable others, including the public, to use the information or strategies.

Strengths:

The TEACH Prep proposal details key aspects of sustainability within the project design. Each of the district partners have submitted a letter of intent stating a commitment to the project and plans to embed the process and outcomes in the district system, creating a sustainable and long-term outcome associated with the development of the model. The use of technology-based systems can be applied beyond the specific applicants through the grant proposal (e58). The outcomes and process related to the development of these programs will help to inform other large-districts about possible approaches to addressing needs of new teachers or building programs for alternative route to licensure candidates to meet needs of the local communities. The plans for disseminating the findings are robust, and built upon a track record of strong reporting and dissemination of previous grant projects for related research. The providing of data and resources free through the TNTP website helps to make the information available for other stakeholders to scale the opportunities to their agencies or organizations.

Weaknesses:

There are no weaknesses identified for this aspect of the proposal.

Reader's Score: 15

Selection Criteria - Quality of the Project Evaluation

1. The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers:

(1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

(2) The extent to which the evaluation includes the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data.

(3) The extent to which the evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

(4) The extent to which the methods of evaluation will, if well-implemented, produce evidence about the project's effectiveness that would meet What Works Clearinghouse Evidence Standards without reservations.

Note: We encourage applicants to review the following technical assistance resources on evaluation:

(1) WWC Procedures and Standards Handbook: <http://ies.ed.gov/ncee/wwc/references/iddocviewer/doc.aspx?docid=19&tocid=1>; and

(2) IES/NCEE Technical Methods papers: http://ies.ed.gov/ncee/tech_methods/.

In addition, we encourage applicants to participate in an optional Webinar hosted by the Institute of Education Sciences on March 6, 2015. This Webinar will discuss strategies for designing and executing well-designed Quasi-experimental Design Studies. Applicants interested in participating in this Webinar may find more information at the following Web site: <http://ies.ed.gov/ncee/wwc/event.aspx?sid=37>.

Strengths:

The proposal clearly describes the efforts of a randomized controlled trial through an independent evaluator to measure outcomes with both quantitative and qualitative data sets (e60-e61) specific to the goals described for The New Teacher Project's TEACH Prep. The proposal additionally included exemplars of the different data sets utilized as evidence. The approach provides a clear logic model that assesses at multiple stages to gain data around the impact of specific programmatic elements of the study. This also allows for the leadership team to make adjustments to the project as necessary during implementation to address the community needs toward the goals associated with the project.

Weaknesses:

There were no weaknesses noted of the proposal for this section of evaluation.

Reader's Score: 20

Priority Questions**CPP2: Cost-Effectiveness - CPP2: Cost-Effectiveness****1. Competitive Preference Priority 2: Improving Efficiency (Cost-Effectiveness)**

This priority funds projects that will identify strategies for providing cost-effective, high-quality services at the State, regional, or local level by making better use of available resources. Such projects may include innovative and sustainable uses of technology, modification of school schedules and teacher compensation systems, use of Open Educational Resources (as defined in the notice), or other strategies.

Strengths:

The proposal addresses improving efficiency through the development of technology solutions such as TeacherTrack2 to be able to address needs associated with teacher development, record keeping, and attracting and evaluating high quality applicants. Through the use of technology and other virtual content, the project demonstrates steps to improve efficiency within the educational system, and therefore meets the requirements for this competitive preference priority.

Weaknesses:

There were no weaknesses noted in this aspect of the proposal.

Reader's Score: 1

CPP3: Promoting STEM Education - CPP3: Promoting STEM Education**1. Competitive Preference Priority 3: Promoting Science, Technology, Engineering, and Mathematics (STEM) Education**

(Please only assign a score of either 0 or 2 for this question.)

This priority funds projects that address one or both of the following priority areas:

(a) Increasing the opportunities for high-quality preparation of, or professional development for, teachers of STEM subjects.

(b) Increasing the number of individuals from groups traditionally underrepresented in STEM, including minorities, individuals with disabilities, and women, who are teachers of STEM subjects and have increased opportunities for high-quality preparation or professional development.

In addition, applicants must describe how they plan to measure the impact the proposed project activities have on teacher effectiveness. Applicants must determine teacher effectiveness through a rigorous, transparent, and fair evaluation in which performance is differentiated using multiple measures of effectiveness and based in significant part on student growth (as defined in this notice).

Note: The Department encourages applicants to provide a thoughtful, in-depth response to the priority area(s) under Competitive Preference Priority 3 to which they are well-suited to respond. Applicants may choose to respond to one or more of the priority areas and are not required to respond to each priority area in order to receive the maximum available points under this competitive preference priority.

Strengths:

The proposal specifically addresses efforts to target STEM related disciplines specific to the individual district needs associated with this proposal (e40-e41) and demonstrate a variety of technology-based and on-site recruitment specific to these fields. These efforts demonstrate a strong commitment to STEM education and meets the competitive preference priority requirements.

Weaknesses:

There were no weaknesses identified in this aspect of the proposal.

Reader's Score: 2

CPP4: High-Need Students - CPP4: High-Need Students

1. Competitive Preference Priority 4: Supporting High-Need Students

This priority funds projects that are designed to improve:

- (a) Academic outcomes;
- (b) Learning environments; or
- (c) Both,

For one or more of the following groups of students:

- (i) Students served by Rural Local Educational Agencies.
- (ii) Students with disabilities.
- (iii) English learners.
- (iv) Students in Lowest-performing Schools.
- (v) Students who are living in poverty and are served by schools with high concentrations of students living in poverty.
- (vi) Disconnected Youth or migrant youth.
- (vii) Students who are members of federally recognized Indian tribes.

Note: The Department encourages applicants to provide a thoughtful, in-depth response to the priority area(s) under Competitive Preference Priority 4 to which they are well-suited to respond. Applicants may choose to respond to one or more of the priority areas and are not required to respond to each priority area in order to receive the maximum available points under this competitive preference priority.

Strengths:

The proposal presents data on the high-needs population of students present for each of the three districts involved as partners, with specific data on free/reduced meals, English language learners, and students with disabilities (e44). This meets the requirements for this competitive preference priority.

Weaknesses:

The proposal would benefit from including information about the current academic performance of these students and/or districts in relation to the state average to articulate their academic needs for improved instruction. The data provides additional information about the population, but also would help target recruitment efforts to meet those needs in each district.

Reader's Score: 3

Status: Submitted
Last Updated: 06/01/2015 06:02 PM